

Orientation for the Common Core Standards & PARCC Assessments

General Awareness Webinar

Presented by:

The Louisiana Board of Regents &
Louisiana Department of Education
July 25, 2011

Agenda

- Welcome – Ollie Tyler (Acting State Superintendent) & Dr. Jim Purcell (Commissioner of Higher Education)
- PARCC Assessments
- Common Core Standards
 - English Language Arts (ELA)
 - Mathematics
- Louisiana's Implementation Plan and Timeline
- Upcoming Events and Related Initiatives

Welcome



Ollie Tyler
Acting State Superintendent
Louisiana Department of Education

Why PARCC is Important to K-12 Education

Parents, Students, and the Public

- PARCC assessments will, for the first time, give information about student performance relative to children in other states and against new common core standards that are anchored in college- and career-ready knowledge and skills.

Teachers, School Leaders, District Administrators, and State Officials

- Stakeholders will regularly and quickly have a wider variety of useful performance data.

Welcome



Dr. Jim Purcell
Commissioner of Higher Education
Louisiana Board of Regents

Why PARCC is Important to Higher Education

Higher Education

- PARCC assessments will identify whether students are ready for and prepared to succeed in entry-level, credit bearing postsecondary courses by the time they graduate from high school.

Teacher Preparation Program Effectiveness

- PARCC assessments will be used as part of the Value-Added Teacher Preparation Assessment to examine the effectiveness of teacher preparation programs based upon the achievement of students in grades 4-11.

PARCC Assessments



Dr. Jeanne M. Burns
PARCC Higher Education Lead



Dr. Scott Norton
PARCC K-12 Lead

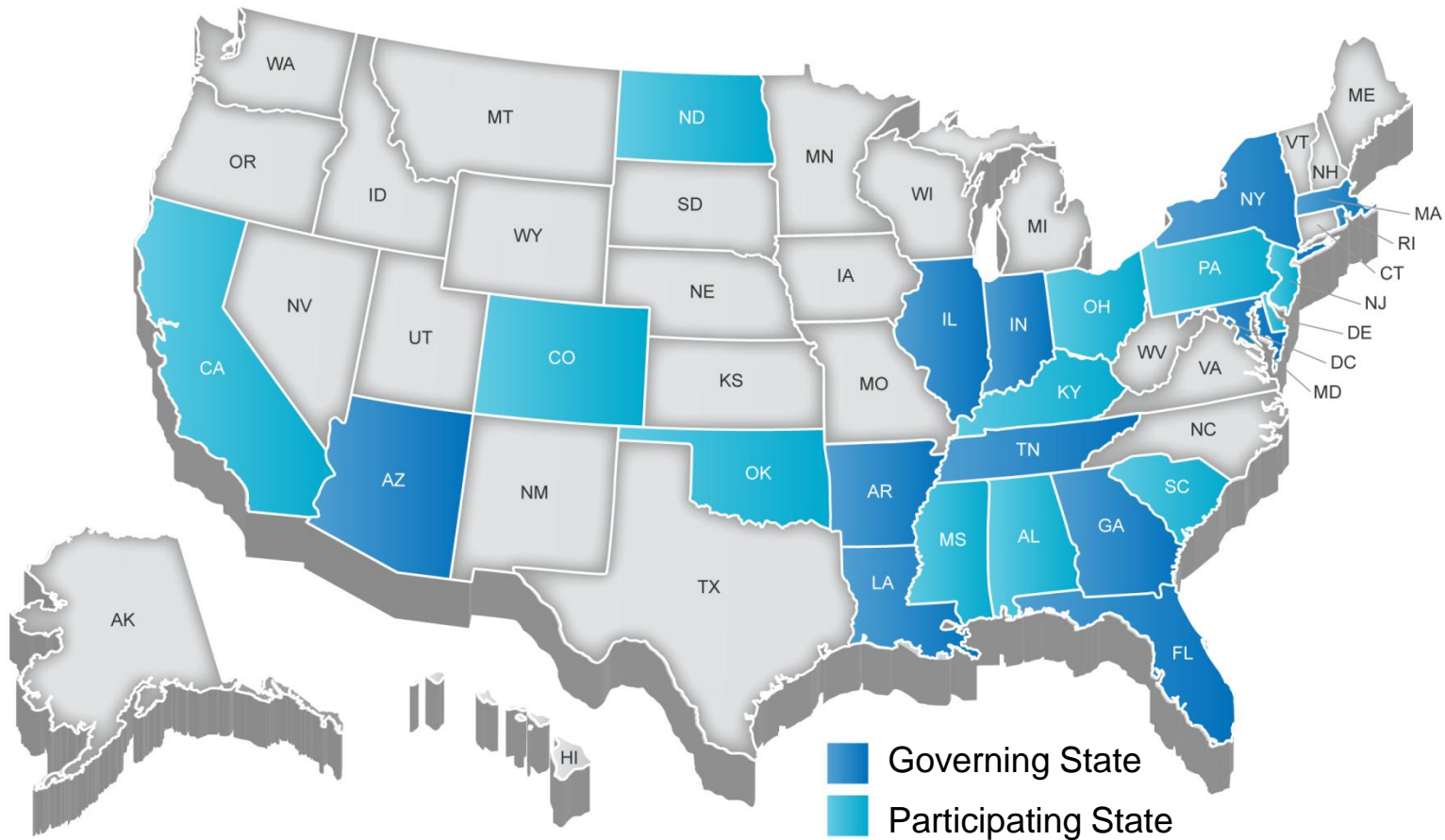
Background: Race to the Top Assessment Program Competition

- \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards.
- Competition asked consortia to design assessment systems that meet dual needs of accountability and instructional improvement.
- In September 2010, the U.S. Department of Education awarded two grants:
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Smarter Balanced Assessment Consortium (SBAC)
- The winning consortia have four years to develop assessments systems

Overview: PARCC Assessments

- K-12 leaders and higher education system and institutional leaders in twenty-five states elected to participate in the Partnership for Readiness for College and Careers (PARCC).
- These states have agreed to collaborate on the development of college-ready assessments given in high school that can be used to signal whether students have acquired the prerequisite knowledge and skills for entry-level credit-bearing postsecondary courses. Teachers, parents, and students will know whether or not students are college ready by the end of high school, and, critically, whether they are “on-track” to college readiness in earlier grades.
- The new assessments will be ready for field-testing in 2012-2013 and for full statewide administration by 2014-15.

PARCC States



PARCC States

13 Governing States

- Arizona
- Arkansas
- District of Columbia
- Florida (Fiscal Agent)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts
- New York
- Rhode Island
- Tennessee

12 Participating States

- Alabama
- California
- Colorado
- Delaware
- Kentucky
- Mississippi
- New Jersey
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina

Higher Education: Key PARCC Partner

- 200 postsecondary systems and institutions across all 25 PARCC states – representing nearly 1,000 campuses – committed as partners.
- Role of Higher Education:
 - Partner with K-12 to develop college-ready high school assessments in English and mathematics.
 - Guide long-term strategy to engage all colleges and universities in PARCC states.
 - Lay groundwork for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses.
- Ultimately, PARCC college-ready assessments will help many more students enter colleges better prepared – and much more likely to persist in and complete degree and certificate programs.

Assessment System Design

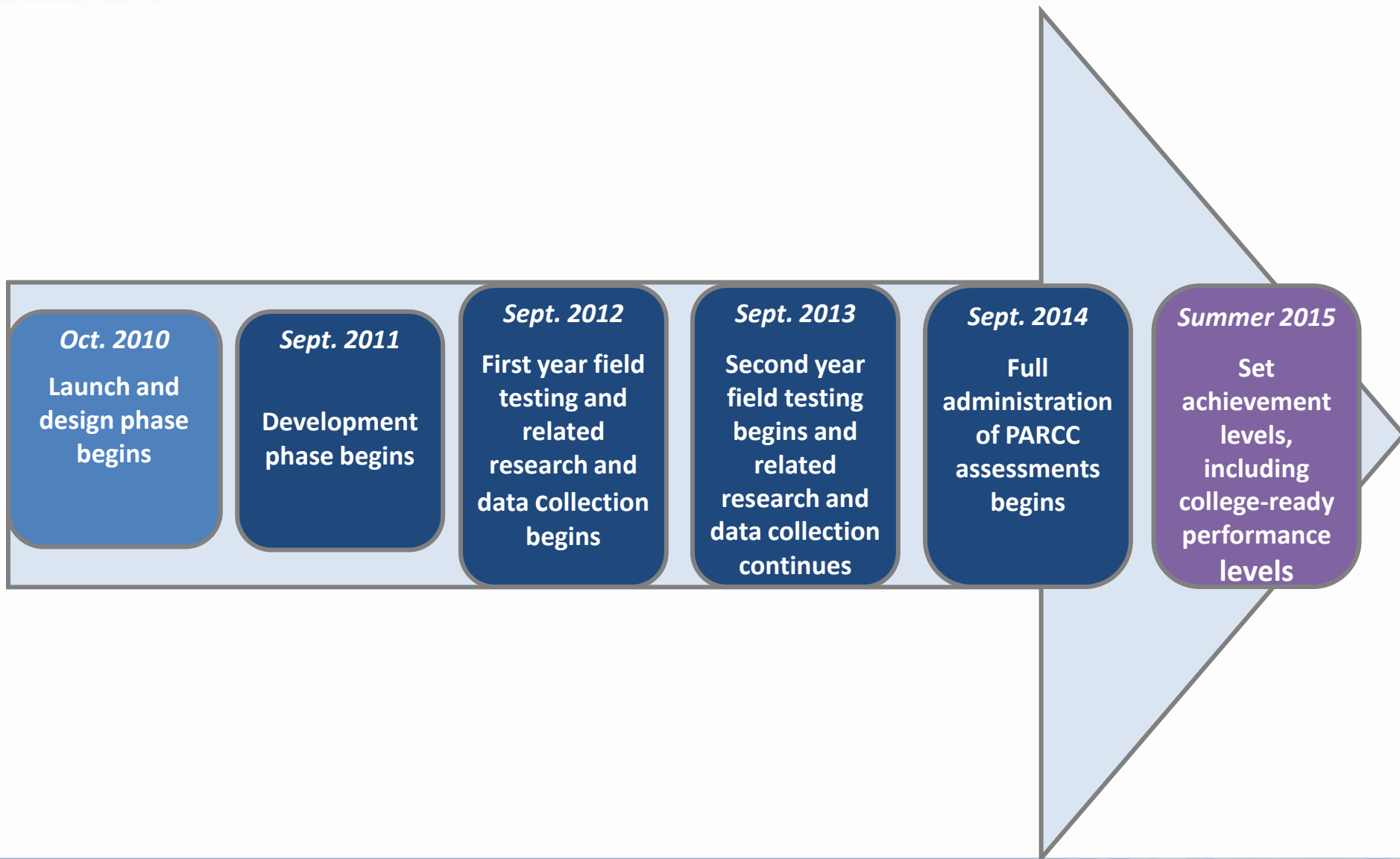
- ***More Meaningful Standards:*** The Partnership's assessment system will be anchored in the Common Core State Standards which are consistent across states, clear to the public, and provide an on-ramp to college and careers.
- ***Higher Quality Tests:*** PARCC assessments will include sophisticated items and performance tasks to measure critical thinking, strategic problem solving, research and writing.
- ***Maximize Technology:*** PARCC assessments in most grades will be computer based.
- ***Cross-State Comparability:*** States in PARCC will adopt common assessments and common performance standards.

Intended Outcomes

States in PARCC will use the common assessments to:

- Report achievement results based on a clear definition of **college and career readiness**, so students will know if they are on track early enough to make adjustments.
- **Compare results against a common high standard** for readiness shouldn't differ across states or income levels.
- Help make **accountability** policies better drivers of improvement by basing them on more sophisticated and meaningful assessments.
- **Promote good instruction** by providing teachers useful, meaningful and timely information, which will help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.

PARCC Timelines



Assessments

Proposed PARCC Assessment System Structure

Under Consideration

- **Two Optional Assessment Components** – administered at the beginning and middle of the year to provide vital information about student performance and progress throughout the year.
- **Two Summative Assessment Components** – administered toward the end of the year that could be used for accountability purposes.
- Students' knowledge and understanding to be assessed using a variety of innovative item types
- Assessments for grades **6-12 are targeted to be administered via computer** with those in grades 3-5 administered via paper and pencil (in the short term)
- 2012-14: Item try-outs, followed by field testing of forms

Setting College Ready Performance Standards

To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:

- **Concurrent validity studies** that compare performance on PARCC assessments with SAT, ACT, Compass, Accuplacer and other similar assessments.
- **Predictive validity studies** that document the relationship between performance on PARCC assessments and subsequent performance in first year courses.
- **Judgment studies** by postsecondary faculty rating the importance of specific standards and test items for success in first year courses they teach.
- **Alignment studies** that examine the relationship between content and student work in first year courses and what PARCC assessments measure.

Higher Education Working Groups

- Include faculty from mathematics, English, composition, and other relevant disciplines.
- Participate in all aspects of test development, including developing test specification and participating on test development committees.
- Participate in a robust, research-based process to set the college-ready achievement levels.
- Include representatives from Louisiana:
 - Higher Education Mathematics Content Representative: Dr. Frank Neubrandner (Louisiana State University)
 - Higher Education English Content Representative: Dr. Bernard Gallagher (Louisiana State University at Alexandria)
 - PARCC Campus Leadership Teams

College Ready Advisory Committee

- Will work with PARCC Governing Board to shape the consortium's strategy for working with higher education systems, institutions, and K-12 to ensure development of college readiness assessments;
- Will guide the overall vision for higher education's role in the consortium and serve as a voice representing the postsecondary education in PARCC; and
- Will develop a strategy for advocating for a common college ready standard and its use as a valid indicator of college readiness for first-year, credit-bearing courses by all colleges and universities across PARCC consortium states.
- Membership will be nationally recognized and respected leaders in higher education, e.g., higher education system leaders, chancellors/presidents, of 2- and 4-year colleges and universities, and representatives of national higher education organizations.
- Dr. E. Joseph Savoie, President, University of Louisiana at Lafayette will represent Louisiana on the College Ready Advisory Committee.

Louisiana Transition Plan

Summary of Transition Plan for Louisiana Assessments

- No change to current assessments in 2011-12
- Transitional assessments for grades 3-8 and high school in 2012-13 and 2013-14
 - Aligned with transitional LCC
 - Adjust ELA and math assessments by using existing items that best align with CCSS
 - Content focus may change
 - “Cut scores” and level of difficulty will remain the same
 - Omit content that will be discontinued, emphasize existing content that aligns with CCSS
 - New CCSS content will not be added until 2014-15

Questions About PARCC Assessments

Common Core Standards



Nancy Beben, Director
Division of Curriculum Standards



Scott Norton, Asst. Superintendent
Standards, Assessments, and
Accountability

Content Standards

What are Content Standards?

- Statements that define what a student should know and be able to do
 - at the end of specific time period or grade level
 - in a specific subject area
- Examples
 - 6th Grade Math – Add and subtract fractions and decimals in real-life situations
 - 8th Grade Social Studies – Explain how a bill becomes law at the state level
- Grade Level Expectations (GLEs)
 - Term used in Louisiana for content standards for a specific grade
 - Synonymous to “Standards” in Common Core State Standards

Louisiana Content Standards

Overview

- Current state education policy requires regular review and revision to Louisiana content standards “to maintain rigor and high expectations for teaching and learning”
- Must be reviewed at least once every seven years (BESE Bulletin 741, 2301 C)
- Approved by Board of Elementary and Secondary Education (BESE)
 - 1997-1998: Standards and Benchmarks
 - 2004: Grade-Level Expectations (GLEs)
 - 2010: Common Core State Standards (CCSS) for English language arts (ELA) and mathematics

Implementing Standards

State Law and BESE Policy

- State Law – R.S. 17:24.4
 - Instituted LEAP and required the Louisiana Department of Education to develop and implement curriculum standards
 - Applies to traditional public schools and charter schools
- BESE Policy – Bulletin 741, Section 2301
 - Requires each local school district and charter school to adopt and implement curricula aligned with state content standards
- Implementing curriculum aligned with state standards
 - Is mandatory
 - Necessary to ensure that students are being taught in accordance with state content standards
 - Allows students the opportunity to do well on state assessments

Common Core State Standards

What are Common Core State Standards?

- Content standards developed by group of states
 - Development coordinated by National Governors Association and Council of Chief State School Officers
 - In collaboration with teachers, school administrators, and experts
- States voluntarily choose to adopt
 - 42 states, 1 territory, and D.C. have adopted the CCSS as of 2/20/2011
- More information available at www.corestandards.org

Common Core State Standards

Why Common Standards?

- Identify what students really need to know to progress each year in K-12 and to be successful in college and in the workplace
- Allow more time for teaching foundational content and increase students' mastery of it
- Allow comparisons of student achievement across states
- Help students keep pace with an advancing workforce
- Prepare students to compete with their American peers and with students from around the world

Common Core State Standards

Characteristics

- Based on evidence and research
- Aligned with college and workplace expectations
 - Endorsed by Dell, State Farm, U.S. Army, Microsoft, ACT, College Board, Merck, Verizon Communications, Boeing
- Focused and coherent to allow for in-depth learning
- Developmentally appropriate, cumulative progression of skills and understandings
- Rigorous content and application of knowledge through high-order skills
- Incorporate standards of excellence found in high achieving countries

Common Core State Standards

Why CCSS Are Important for Louisiana

- About 60% of jobs nationwide will require some type of postsecondary education by 2018¹
- More Louisiana jobs are requiring a postsecondary education²; of those:
 - 69% require vocational training, certification, or associate degree
 - 31% require bachelor degree
- Many Louisiana students are ill-equipped to succeed in college
 - Louisiana's college retention and graduation rates are among the lowest in the Southeast region (SREB) and the nation³
 - About one third of first-time freshmen need remediation in college level courses⁴

¹ Georgetown University Center on Education and the Workforce, June 2010

² Louisiana Workforce Commission, 2009 Job Vacancy Survey

³ Southern Regional Education Board Fact Book on Higher Education, 2009

⁴ LDOE First-Time Freshmen and Developmental Rates, Public School Data, 2007-08

Common Core State Standards

Grade Levels and Content

- English Language Arts and Mathematics
 - Incorporate College & Career Ready (CCR) standards
 - Define skills and knowledge that a high school graduate should have in order to be college and career ready
 - “College” includes technical college, community college, four-year college or university
- Kindergarten through Grade 12
- Prekindergarten Standards
 - developed by Louisiana educators to align with kindergarten CCSS

Common Core State Standards

What about Standards for Science and Social Studies?

- Literacy standards for science, social studies, and technical subjects are included in CCSS for ELA
- Science Content Standards
 - *Next Generation Science Standards* currently under development by national groups
 - Expected release in Spring 2012
 - Will be reviewed for appropriateness to replace current Louisiana science standards; if acceptable, will be adopted in Summer or Fall 2012 to be implemented in 2014-15
- Social Studies Content Standards
 - Revised by committees of state educators in 2010-11
 - To be considered by BESE for approval in June 2011
 - To be implemented in 2014-15

English Language Arts

English Language Arts

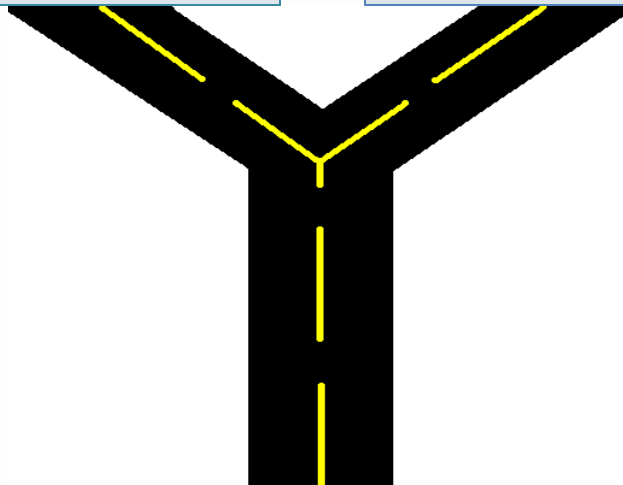
Shift in Instructional Emphasis

Current Classroom

Focus on literature (fiction)
Literary skills (identifying terms
and devices like theme)
ELA taught in **isolation**

Common Core Classroom

Informational texts prepare for
college and career
Cross-content literacy integration
ELA taught in **collaboration**



English Language Arts

CCSS in ELA: Key Ideas

- Anchored in College and Career Readiness (CCR) standards
 - Indicate knowledge and skills a high school graduate must have to be college and career ready
 - “College” includes technical college, community college, four-year college or university
- K-12 standards are grade-level steps to attain CCR standards in
 - Reading (foundational skills, literature, informational texts)
 - Writing
 - Speaking and Listening¹
 - Language

¹ More focus will be needed on Speaking and Listening (not on current LA assessments, but will be part of common assessments)

English Language Arts

CCSS in ELA: Key Ideas Continued

- Address literacy in History/Social Studies, Science, and Technical Subjects requiring shared responsibility across the school building for students' literacy learning
 - Explain how a simple machine works (science)
 - Compare/contrast world events (social studies)
 - Justify a solution to a problem (mathematics)
 - Focus on teaching academic vocabulary in all subjects
- Require students to read and understand more challenging texts than currently required
- Emphasize the use of materials to be read *for information*

English Language Arts

Grade 4 Standards Examples

Current Louisiana GLE	CCSS Grade-Specific Standards
<i>Reading and Responding</i> 5. <i>Identify</i> a variety of story elements, including: c. first- and third-person points of view (ELA-1-E4)	<i>Literature: Craft and Structure</i> 6. <i>Compare and contrast</i> the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Similarities exist between GLEs and CCSS, but CCSS require higher-level thinking skills (compare/contrast).	
Reading texts suggested by CCSS are more challenging than those traditionally used. See next slide for examples.	

English Language Arts

Examples of Grade-Level Assignments of Literature

Title of Text	Current Typical Grade Level	CCSS Suggested Grade Level
<i>Zlateh the Goat and Other Stories</i>	Grade 6	Grades 4 or 5
<i>Tuck Everlasting</i>	Grade 6	Grades 4 or 5
“Casey at the Bat”	Grade 8	Grades 4 or 5
“Eleven”	Grade 10	Grades 6, 7, or 8
<i>The Tragedy of Macbeth</i>	Grade 12	Grades 9 or 10

Mathematics

Mathematics

Overview

- Standards for Mathematical Practice
 - Apply to all grade levels
 - Describe mathematically proficient students
- Standards for Mathematical Content
 - K-8 standards presented by grade level
 - High school standards presented by conceptual theme
 - Number and Quantity
 - Algebra
 - Functions
 - Modeling
 - Geometry
 - Statistics and Probability

Mathematics

Grade-Level Focus Areas

- Kindergarten – Grade 5
 - Establishes foundation of using and understanding whole numbers, fractions, and decimals
- Grades 6-8
 - Preparation for geometry, algebra, and probability and statistics
- High School
 - Emphasis on applying math to solve problems arising in every day life, society, and the workplace

Mathematics

Characteristics

- Fewer standards at many grade levels
 - Grade 3: 47 GLEs to 25 CCSS
- Balanced combination of procedural skill and understanding
 - Requires students to “explain” and “justify” rather than “define” and “identify”
- Content focuses are established at each grade allowing for more in-depth study of a given topic (see example on next slide)

Mathematics

Example Standards Related to Area

Louisiana GLEs

Grade 3, GLE 23

Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles.

Grade 4, GLE 25

Use estimates and measurements to calculate perimeter and area of rectangular objects in U.S. and metric units.

Grade 4, GLE 26

Estimate the area of an irregular shape drawn on a unit grid.

CCSS Grade 3

Measurement and Data

Geometric Measurement Understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

6. Measure area by counting squares.

7. Relate area to the operations of multiplication and addition.

Area is found in GLEs at multiple grades . The focus on area occurs in Grade 3 in the CCSS creating opportunity for more connections between concepts and for in-depth study.

Mathematics

Examples of Area Activities

Current Curriculum Activity	Activity Modified to meet CCSS
<p>Students in Grade 3 are asked to</p> <ul style="list-style-type: none">• find the perimeter and area of rectangular garden plots• use grid paper to draw the shapes• determine unit lengths and the area of each garden by counting squares	<p>Students in Grade 3 will</p> <ul style="list-style-type: none">• connect a rectangle's area to multiplication of its side lengths• use areas of rectangles to solve real-world problems• find the areas of irregular shapes by subdividing into rectangles• explain their methods of solving and justify their conclusions

Implementation Plan

Implementation Overview

- New curriculum and assessments will be phased in over several years.

	2011-2012	2012-2013	2013-2014	2014-2015
PreK	Current	Current	New	New
K	Current	New	New	New
Grade 1	Current	New	New	New
Grade 2	Current	Transitional	New	New
Grades 3-8	Current	Transitional	Transitional	New
High School	Current	Transitional	Transitional	New

Implementation Plan

Currently Underway (Spring 2011)

- Create **crosswalk** document between CCSS and current Louisiana standards (completed)
- Analyze crosswalk at each grade level (in progress, target completion in Summer 2011)
 - Develop grade-level content comparisons to determine what content will remain the same, be added, or be deleted
 - Determine which CCSS can be phased in prior to full implementation
- Develop and deliver **General Awareness Sessions**
 - General Overview (Awareness Webinar 1)
 - Crosswalk and Grade-Level Content Comparison Reports (Awareness Webinar 2) – Summer/Fall 2011
 - Additional webinars and communications as needed

Implementation Plan

Going Forward: An Overview

- One development year (2011-12), followed by a 2-year transition to CCSS (2012-13 and 2013-14)
- Updating the *Louisiana Comprehensive Curriculum*
 - Transitional curriculum (2-year phase-in of CCSS)
 - New curriculum (full alignment to CCSS)
- Professional development on curriculum and instructional strategies (e.g., formative assessment)
- Earlier implementation of CCSS in grades PreK-2

Implementation Plan

2011-12: Development Year

- Create new *Louisiana Comprehensive Curriculum* (LCC) to align with
 - CCSS in ELA and mathematics for grades K-1
 - New Social Studies standards in grades K-12
- Create transitional LCC for grades 2 and higher
 - Delete activities based on GLEs that have no match with CCSS
 - Add activities to address new content required by CCSS
- Create LCC Professional Development Workshops and plan with districts for rollout of both transitional and new LCC
- Review *New Generation Science Standards* (Spring 2012) to determine their appropriateness to replace current Louisiana science standards
- Begin a voluntary district pilot program on the use of formative assessment performance tasks in ELA and math to guide their inclusion in the LCC and professional development

Implementation Plan

2012-13: Transition Year #1

- Implement new LCC aligned to ELA and math CCSS in grades K-1
- Implement transitional LCC in ELA and math for grades 2 and higher
- Begin professional development workshops on the new LCC using a train-the-trainer model

Implementation Plan

2013-14: Transition Year #2

- Implement new LCC aligned to ELA and math CCSS in grades PreK and 2
- Continue
 - Use of transitional LCC in grades 3 and higher
 - LCC professional development for teachers

Implementation Plan

2014-15: Full CCSS Implementation

- Full Implementation at all grades
 - Common Core State Standards
 - State-revised standards for social studies and science
 - New LCC for all grades and subjects
- LCC professional development continues for teachers

Upcoming Events and Related Initiatives

Upcoming CCSS Events

Beginning Spring 2011

- Establish a CCSS Portal on the LDOE Website
 - CCSS in Word and Excel formats
 - Webinars
 - Workshop materials
 - Resources for implementing CCSS
 - Opportunities for feedback
 - Opportunities to be involved in transition activities
- Additional Awareness Sessions
 - Share and interpret crosswalks and Grade-Level Content Comparison Reports
 - Transition Plan
- Content-specific sessions to assist districts with implementation

Teacher and School Leader Effectiveness

CCSS and Act 54: Integration of Reforms

- The Department will work to integrate the implementation of CCSS with Act 54 which will
 - Require performance at every level of K-12 public education to be based on student growth and take into account starting points and other variables that might influence actual performance outcomes
 - Involve relative measures of effectiveness using value-added model
 - Require assessments or other measures of educator effectiveness for grades and subjects not currently tested
- Align professional development on CCSS with work underway to implement Act 54 is critical to ensure that educators receive support necessary to be successful
- Visit <http://www.act54.org> for more information about Act 54

Successful CCSS Implementation

Achieving Statewide Critical Goals for Education Through CCSS and Act 54

1. Students enter Kindergarten ready to learn.
2. Students are literate by third grade.
3. Students will enter fourth grade on time.
4. Students perform at or above grade level in English Language Arts by eighth grade.
5. Students perform at or above grade level in math by eighth grade.
6. Students will graduate on time.
7. Students will enroll in post-secondary education or graduate workforce-ready.
8. Students will successfully complete at least one year of post-secondary education.
9. Achieve all eight Critical Goals, regardless of race or class.

Questions About Common Core Standards

Common Core State Standards

Need More Information?

E-mail

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Call Toll Free

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